

FLORIDA ATLANTIC UNIVERSITY™

SEP 22 2009

Graduate Programs—NEW COURSE PROPOSAL

UGPC APPROVAL _____
 UFS APPROVAL _____
 SCNS SUBMITTAL _____
 CONFIRMED _____
 BANNER POSTED _____
 ONLINE _____
 MISC _____

DEPARTMENT NAME:
EXCEPTIONAL STUDENT EDUCATION

COLLEGE OF:
Education

RECOMMENDED COURSE IDENTIFICATION:

PREFIX EEX COURSE NUMBER 6615 LAB CODE (L or C) C

(TO OBTAIN A COURSE NUMBER, CONTACT ERUDOLPH@FAU.EDU)

COMPLETE COURSE TITLE **Behavior Assessment and Intervention Selection**

EFFECTIVE DATE

(first term course will be offered)

SUMMER 2010

CREDITS: 3

TEXTBOOK INFORMATION:

O'Neill, R. E., Horner, R. H., Albin, R. W., Sprague, J. R., Storey, K., Newton, J. S. (1997). *Functional assessment and program development for problem behavior: A practical handbook*. Pacific Grove, CA: Brooks/Cole Publishing Company. In addition to the text, a series of contemporary journal articles will be required reading.

GRADING (SELECT ONLY ONE GRADING OPTION): REGULAR X PASS/FAIL _____ SATISFACTORY/UNSATISFACTORY _____

COURSE DESCRIPTION, NO MORE THAN 3 LINES:

This course is an advanced study of behavior assessment, emphasizing functions of problem behavior in school, community, and home settings. Students learn steps and tactics of indirect, descriptive, and analogue assessment (emphasizing experimental assessment in natural settings). Students will analyze and interpret data, and select intervention strategies based on that analysis.

PREREQUISITES W/MINIMUM GRADE:*

EEX 5612 OR Permission of Instructor Minimum Grade = B

COREQUISITES:

NONE

OTHER REGISTRATION CONTROLS (MAJOR, COLLEGE, LEVEL):

PREREQUISITES, COREQUISITES & REGISTRATION CONTROLS SHOWN ABOVE WILL BE ENFORCED FOR ALL COURSE SECTIONS.

*DEFAULT MINIMUM GRADE IS D-

MINIMUM QUALIFICATIONS NEEDED TO TEACH THIS COURSE:

DOCTORAL DEGREE IN RELEVANT AREA

special education

Other departments, colleges that might be affected by the new course must be consulted. List entities that have been consulted and attach written comments from each.

All departments in the College of Education have been consulted and comments are attached.

Michael Brady mbrady@fau.edu 73281
 Faculty Contact, Email, Complete Phone Number

SIGNATURES

SUPPORTING MATERIALS

Approved by:

Department Chair: *Michael Brady*

College Curriculum Chair: *Mary Lou Duff*

College Dean: *Valerie J. Pruster*

UGPC Chair: _____

Dean of the Graduate College: _____

Date:

9/22/09

9/18/09

9/22/09

Syllabus—must include all details as shown in the UGPC Guidelines.

Written Consent—required from all departments affected.

Go to: <http://graduate.fau.edu/gpc/> to download this form and guidelines to fill out the form.

Email this form and syllabus to sfulks@fau.edu and egirjo@fau.edu one week **before** the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website by committee members prior to the meeting.



Department of Exceptional Student Education
 College of Education
 Florida Atlantic University

Instructor:	Office:
Phone:	E-mail:
Office Hours:	Class Day/Time:

COURSE NUMBER **EEX 6615**

COURSE TITLE **Behavior Assessment and Intervention Selection**

COURSE DESCRIPTION

This course is an advanced study of behavior assessment, emphasizing functions of problem behavior in school, community, and home settings. Students learn steps and tactics of indirect, descriptive, and analogue assessment (emphasizing experimental assessment in natural settings). Students will analyze and interpret data, and select intervention strategies based on that analysis.

PREREQUISITE EEX 5612 OR Permission of Instructor.

COURSE CONNECTION TO CONCEPTUAL FRAMEWORK

Students who are reflective decision-makers make informed decisions, demonstrate ethical behavior, and are capable professionals who apply sound principles of applied behavior analysis in their assessment of individuals in schools, homes, and the community-at-large, as well as the selection of intervention strategies.

REQUIRED TEXTS

O'Neill, R. E., Horner, R. H., Albin, R. W., Sprague, J. R., Storey, K., Newton, J. S. (1997). *Functional assessment and program development for problem behavior: A practical handbook*. Pacific Grove, CA: Brooks/Cole Publishing Company.

In addition to the text, a series of journal articles will be required reading, including:

Carr, E. G. (1977). The origins of self-injurious behavior: A review of some hypotheses. *Psychological Bulletin*, 84, 800-816.

Dunlap, G. & Fox, L. (1999). A demonstration of behavioral support for young children

with autism. *Journal of Positive Behavior Interventions*, 1, 77-87.

Iwata, B. A., Dorsey, M. F., Slifer, K. J., Bauman, K. E., & Richman, G. S. (1994). Toward a functional analysis of self-injury. *Journal of Applied Behavior Analysis*, 27, 197–209. (Reprinted from *Analysis and Intervention in Developmental Disabilities*, 2, 3–20, 1982).

Knoster, T. P. (2000). Practical application of functional behavior assessment in schools. *The Journal of Applied Behavior Analysis*, 25, 201-211.

Kahng, S., & Iwata, B. A. (1999). Correspondence between outcomes of brief and extended functional analyses. *The Journal of Applied Behavior Analysis*, 32, 149-159.

Lennox, D. B., Miltenberger, R. G. (1989). Conducting a functional assessment of problem behavior in applied settings. *The Journal of the Association for Persons with Severe Handicaps*, 14, 304-311.

Northup, J., Wacker, D., Sasso, G., Steege, M., Cigrand, K., Cook, J., et al. (1991). A brief functional analysis of aggressive and alternative behavior in an outclinic setting. *Journal of Applied Behavior Analysis*, 24, 509–522.

Scott, T. M. & Nelson, C. M. (1999). Using functional behavioral assessment to develop effective intervention plans: Practical classroom applications. *Journal of Positive Behavior Interventions*, 1, 242-251

Thomas R. H., & Iwata, B. A. (2007). A comparison of outcomes from descriptive and functional analyses of problem behavior. *Journal of Applied Behavior Analysis*, 40, 33-338.

TECHNOLOGY

Your FAU email address will be used extensively. If you have not already signed up for an FAU email, please do so.

GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES

- State of Florida Certification Standards for Exceptional Student Education (ESE)
 - Florida Educator Accomplished Practices (EAP)
 - Behavior Analyst Task List-Third Edition (BACB)
- (The applicable standards for this course are presented in Appendix A of this syllabus.)

COURSE OBJECTIVES

By the end of this semester, students will have demonstrated their ability to:

1. Conduct an indirect assessment to determine potential functions of problem behavior including, reviewing records such as standardized adaptive behavior tests, medical reports, screening tools (including the Questions About Behavioral Functions, Motivation Assessment Scale, and the Functional Analysis Screening Tool), and interviews. (EAP 3.1, 12.1; ESE 4.2, 4.4, BABA Content Areas 2-1 thru 2-5; 4-1, 4-2 a & b)
2. Collect scatter plot data, ABC narrative data, and ABC continuous data. (EAP 3.1, 12.1; ESE 4.2, 4.4, BABA Content Area 4-1, 4-2 a & b)
3. Conduct a pattern analysis and develop hypotheses based on indirect and descriptive assessments (ESE 4.3; BACB Content Areas 4-3 a & b)
4. Identify and conduct stimulus preference assessments (including questionnaires and interviews, and direct assessment procedures). (BACB Content Area 4-2; 4-4)
5. Test hypotheses using an analogue functional analysis, brief functional analysis, and functional analysis conditions in natural settings (such as schools, the community, and home). (BACB Content Areas 3-1, 3-2, 3-7 thru 3-10, 4-5 a & b; 4-6 a & b)
6. Interrupt data derived from a functional analysis and verify hypotheses. (ESE 4.3; BACB Content Area 4-6 a & b)
7. Select hypothesis based interventions. (BACB Content Areas 3-3; 8-2 thru 8-8)
8. Discuss ethical and pragmatic issues with functional behavior assessment and intervention planning in schools, the community, and home. (EAP 3.1; ESE 4.1; BACB Content Area 1-1 thru 1-12)

COURSE CONTENT

Throughout the 1960s and 1970s, behavior change strategies were typically applied without an understanding of the function, or purpose of the problem behavior(s). Often this led to ineffective strategies, primarily based on aversive procedures. With the advent of functional behavior assessment tactics, teachers, parents, behavior analysts, and other practitioners are able to discern the purpose of problem behaviors and develop strategies specific to the function of the individual's behavior. This has resulted in proactive, positive procedures for behavior change, with less reliance on aversive technologies.

TOPICS

- Foundations for behavior assessment
- Indirect assessment
- Descriptive assessment procedures
- Functional analysis procedures in the school, community, and home

- Preference assessments
- Selection of hypothesis based interventions
- Ethics with behavior assessment and intervention selection

COURSE REQUIREMENTS

Quizzes: Five quizzes will be given in class covering any previous reading assignment, lecture/discussion, and in-class activities. Each quiz is worth 5 points.

In-Class Activities: There will be two graded classroom activities. The first of these activities is to view video of a student emitting problem behavior(s) and collect ABC data on that behavior. Next, you will analyze the data, develop hypothesis statements, and suggest intervention strategies that can be carried out in natural settings. You will be graded on the accuracy of the data collected, the development of the hypothesis statement(s), and the proposed intervention strategies. The next graded in-class assignment is to simulate each of the functional analysis conditions with a classroom partner. Your partner will be given a scenario to role-play that will include the behavior(s) to emit, and the function(s) of those behaviors. You will be given the behavioral definition(s) of the behaviors, and your task is to implement each functional analysis condition, collect the appropriate data and graph it, determine the function(s) of the behavior(s), and suggest intervention strategies. Each activity is worth 25 points.

Case Studies:

Students will be responsible for completing two case studies. Students will respond to the cases by considering typical tactics used to plan, develop and implement assessment strategies. Students will also analyze the data, develop hypothesis statement(s), describe intervention strategies, and present a rationale for the strategies selected. The response format will be further clarified in class.

ASSESSMENT PROCEDURES

Assignment	Points	% of course grade
Quizzes	25	25%
In-Class Activities	50	50%
Case Studies	25	25%
TOTAL	100	100 %

GRADING (ESE GRADING SCALE)

Activity scores are cumulative and the grade scale represents the percentage of total points earned.

A = 93-100	A- = 90-92	B+ = 87-89	B = 83-86
B- = 80-82	C+ = 77-79	C = 73-76	C- = 70-72
D+ = 67-69	D = 63-66	D- = 60-62	F = Below 60

PROFESSIONAL ETHICS / POLICIES AND EXPECTATIONS

Professional demeanor is a firm expectation in FAU courses, and includes attendance, participation, and responsible attention to requirements and deadlines. ESE students are also expected to demonstrate a professional demeanor in the application of their behavioral practices and consultations with students, their families, and with other educators.

POLICIES AND PROCEDURES

To avoid learner confusion or disappointment, the following are assumptions and expectations for this course:

University Attendance Policy: Students are expected to attend all of their scheduled classes and to satisfy all academic objectives outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Attendance includes active involvement in all class sessions, class discussions, and class activities, as well as professional conduct in class.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-sponsored activities (such as athletic or scholastic team, musical and theatrical performances, and debate activities). It is the student's responsibility to give the instructor notice prior to any anticipated absence, and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Course Policies:

1. The course carries three (3) credits. Students are expected to complete course requirements sufficient to earn three credits during the time-span of the course.
2. Students are encouraged to talk with the instructor if there are concerns or problems relating to the course.
3. All **written assignments** must be typed, double-spaced with the name and number of the assignment. All projects assigned will be discussed in class and a format provided for each.
4. Due dates for assignments are provided in the course outline and will be enforced.

Students With Disabilities: In Compliance with the Americans with Disabilities Act (A.D.A.), students who require special accommodations due to a disability to properly

execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca – SU 133 (561-297-3880), in Davie – MOD I (954-236-1222), or in Jupiter – SR 117 (561-799-8585) and follow all OSD procedures. The purpose of this office “is to provide reasonable accommodations to students with disabilities.” Students who require assistance should notify the professor immediately by **submitting a letter from the Disabilities Office to your instructor** requesting your need of specific assistance. Without such letter, the instructor is not obligated to make any accommodations for students.

Honor Code: Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see http://www.fau.edu/regulations/chapter4/4.001_Honor_Code.pdf.

BIBLIOGRAPHY

(A partial list of resources used in support of this course.)

- Baer, D.M., Wolf, M.M., & Riseley, T. R. (1968). Some current dimensions of applied behavior analysis. *Journal of Applied Behavior Analysis, 1*, 91-97.
- Carr, E. G., et al. (2002). Positive behavior support: Evolution of an applied science. *Journal of Positive Behavior Interventions, 4*, 4-16.
- Chandler L. K. & Dahlquist, C.M. (2006). *Functional assessment: Strategies to prevent and remediate challenging behavior in school settings*. (2nd ed.). Upper Saddle River, NJ: Merrill-Prentice Hall.
- Cooper, J.O., Heron, T.E. & Heward, W.L. (2007). *Applied behavior analysis*. (2nd Ed.) Columbus, OH: Merrill/Prentice Hall.
- Iwata, B. A., et al. (1994). The functions of self-injurious behavior: An experimental-epidemiological analysis. *Journal of Applied Behavior Analysis, 27*, 215-240.
- Malott, R.W., Malott, M.E., & Trojan, E.A. (2000). *Elementary principles of behavior* (4th ed.). Upper Saddle River, NJ: Prentice-Hall.
- Richards, S., Taylor, R., Ramasamy, R., & Richards, R. (1999). *Single subject research: Applications in educational and clinical settings*. San Diego: Singular.

- Repp, A. C. & Horner, R. H. (1999). *Functional analysis of problem behavior: From effective assessment to effective support*. Belmont, CA: Wadsworth Publishing Company.
- Scheuermann, B. K. & Hall, J. A. (2008). *Positive behavioral supports for the classroom*. Upper Saddle River NJ: Merrill-Prentice Hall.
- Sulzer-Azaroff, B., & Mayer, G.R. (1991). *Behavior analysis for lasting change*. New York: Harcourt Brace Jovanovich.
- Wallace, M. D. & Knights, D. J. (2003). An evaluation of a brief functional analysis format within a vocational setting. *Journal of Applied Behavior Analysis*, 36, 125-128.

APPENDIX A

GUIDELINES USED IN THE DEVELOPMENT OF THIS COURSE.

STATE OF FLORIDA CERTIFICATION STANDARDS FOR EXCEPTIONAL STUDENT EDUCATION (ESE)

The instructor of this course used the following guidelines from the Florida Department of Education and the Behavior Analyst Task List-Third Edition.

- 4.1 Analyze legal & ethical issues pertaining to positive behavior management strategies & disciplinary actions.
- 4.2 Identify data collection strategies to assess student behavior.
- 4.3 Analyze individual & group data to select & evaluate proactive interventions that foster appropriate behavior.
- 4.4 Identify & interpret the essential elements of a functional behavior assessment & a behavior intervention plan.
- 4.5 Recognize the various concepts & models of positive behavior management.

FLORIDA EDUCATOR ACCOMPLISHED PRACTICES (EAP)

- 3.1 Uses data and reflects on data to improve professional practice
- 12.1 Uses instructional and other electronic tools to gather information

BCBA & BCaBA BEHAVIOR ANALYST TASK LIST-THIRD EDITION

CONTENT AREA 1: ETHICAL CONSIDERATIONS	
#	TASK
1-1	Solicit or otherwise influence clients only through the use of truthful and accurate representations of intervention efficacy and one's professional competence in applied behavior analysis.
1-2	Practice within one's limits of professional competence in applied behavior analysis, and obtain consultation, supervision, training, or make referrals as necessary.
1-3	Maintain competence by engaging in ongoing professional development activities.
1-4	Obtain informed consent within applicable legal and ethical standards.
1-5	Assist the client with identifying life style or systems change goals and targets for behavior change that are consistent with:
a.	the applied dimension of applied behavior analysis (Baer, Wolf, & Risley 1968).
b.	applicable laws.
c.	the ethical and professional standards of the profession of applied behavior analysis.
1-6	Initiate, continue, modify, or discontinue behavior analysis services only when the risk-benefit ratio of doing so is lower than the risk-benefit ratio for taking alternative actions.
1-7	Identify and reconcile contingencies that compromise the practitioner - client covenant, including relationships among the practitioner, the client and other parties

1-8	Use the most effective assessment and behavior change procedures within applicable ethical standards taking into consideration the guideline of minimal intrusiveness of the procedure to the client.
1-9	Protect confidentiality.
1-10	Truthfully and accurately represent one's contributions and those of others to the practice, discipline and profession of applied behavior analysis.
1-11	Ensure that the dignity, health and safety of one's client are fully protected at all times.
1-12	Give preference to assessment and intervention methods that have been scientifically validated, and use scientific methods to evaluate those that have not yet been scientifically validated.

CONTENT AREA 2: DEFINITION AND CHARACTERISTICS

#	TASK
2-1	Explain and behave in accordance with the philosophical assumptions of behavior analysis, such as the lawfulness of behavior, empiricism, experimental analysis, and parsimony.
2-2	Distinguish between mentalistic and environmental explanations of behavior.
2-3	Describe and explain behavior, including private events, in behavior analytic (non-mentalistic) terms.
2-4	Use the dimensions of applied behavior analysis (Baer, Wolf, & Risley 1968) for evaluating interventions to determine if they are behavior analytic.
2-5	Interpret articles from the behavior analytic literature.

CONTENT AREA 3: PRINCIPLES, PROCESSES AND CONCEPTS

#	TASK
3-1	Define and provide examples of behavior/response/response class.
3-2	Define and provide examples of stimulus and stimulus class.
3-3	Define and provide examples of positive and negative reinforcement.
3-7	Define and provide examples of stimulus control.
3-8	Define and provide examples of establishing operations.
3-9	Define and provide examples of behavioral contingencies.
3-10	Define and provide examples of functional relations.

CONTENT AREA 4: BEHAVIORAL ASSESSMENT

#	TASK
4-1	State the primary characteristics of and rationale for conducting a descriptive assessment.
4-2	Gather descriptive data.
a.	Select various methods.
b.	Use various methods.
4-3	Organize and interpret descriptive data.
a.	Select various methods.
b.	Use various methods.
4-4	State the primary characteristics of and rationale for conducting a functional analysis as a form of assessment.
4-5	Conduct functional analyses.

a.	Select various methods.
b.	Use various methods.
4-6	Organize and interpret functional analysis data.
a.	Select various methods.
b.	Use various methods.

CONTENT AREA 8: SELECTING INTERVENTION OUTCOMES AND STRATEGIES	
#	TASK
8-1	
8-2	Make recommendations to the client regarding target outcomes based upon such factors as: client preferences, task analysis, current repertoires, supporting environments, constraints, social validity, assessment results and best available scientific evidence.
8-3	State target intervention outcomes in observable and measurable terms.
8-4	Make recommendations to the client regarding intervention strategies based on such factors as: client preferences, task analysis, current repertoires, supporting environments, constraints, social validity, assessment results and best available scientific evidence.
8-5	Make recommendations to the client regarding behaviors that must be established, strengthened, and/or weakened to attain the stated intervention outcomes.
8-6	When a behavior is to be weakened, select an acceptable alternative behavior to be established or strengthened.
8-7	Determine and make environmental changes that reduce the need for behavior analysis services.
8-8	Identify the contingencies governing the behavior of those responsible for carrying out behavior change procedures and design interventions accordingly.

COURSE SCHEDULE FOR SEMESTER

SESSION	DATE	TOPICS	ASSIGNMENTS
1		*Functions of behavior *Rationale for assessment *Default technologies * Team-based process	O'Neill Ch. 1
2		*Descriptive Assessment: Records Review (including medical records, prior behavior interventions, standardized tests)	Article: Lennox & Miltenberger (1989)
3		*Descriptive Assessment: Records Review (including standardized tests & criterion-based assessments, such as the ABBLs, VB-MAPS, etc.) *Using the results for assessment & intervention planning	Article: Knoster (2000)
4		*Descriptive Assessment: Screening tools and interviews	O'Neill Ch. 2 (pp.9-35) QABF; MAS; FAST
5		*Descriptive Assessment: Direct observation (discussion and video examples)	O'Neill Ch. 2 (pp. 35-53)
6		*Descriptive Assessment: Direct observation (Practice and Feedback)	Article: Thomas & Iwata (2007)
7		*Functional Analysis (research base, general methodology, data collection procedures)	O'Neill Ch. 2 (pp. 54-61)
8		*Functional analysis – Multi-element design and reversal design	Articles: Carr (1977); Iwata, Dorsey, et al. (1994)
9		*Functional analysis – Pairwise, design and brief functional analysis	Articles: Northup et al. (1991); Kahng & Iwata (1999)
10		*Naturalistic functional analysis (schools, the community, and home settings)	
11		Developing Hypothesis Statements	O'Neill Ch. 3

12		<i>Developing interventions</i>	<i>O'Neill Ch. 4 Articles: Dunlap & Fox (1999); Scott & Nelson (1999)</i>
13		<i>Preference assessment (indirect and direct methods)</i>	
14		<i>Ethics 1 (Guiding principles)</i>	
15		<i>Ethics 2 (Informed Consent, Consumer Rights and Protections)</i>	
16		<i>Ethics 3 (Assessment and Intervention Selection Issues)</i>	